**Classroom Debate**

Welcome to the SNC 4M town hall! You have been selected by the Ministry of Health to debate a very pressing issue. They cannot handle anymore disgruntled citizens debating this topic on the streets, so they decided to bring the citizens in and have a healthy, town-hall debate about…

*VACCINATIONS! – SHOULD THEY BE MANDATORY?!*

Your job is to do some initial research, decide what side you want to be on, and then submit a letter to the mayor explaining why YOU would be the best candidate to debate this hot issue in front of the Ministry. Your letter must be well-written, discuss your opinion, and have valid research to back it up.

Once the Mayor has decided on the debate teams, you will meet and compile your research and generate 3 argumentative points for your side.

REMEMBER that the other side will also have 3 points, so you must also generate 5 responses to proposed points. What this means is that you have information at the ready for when the other side brings forward their ideas. Think as a team to come up with these 5. You can create more, but 5 is the minimum!

You will submit (as an individual):

* Your initial research (10 marks, communication)
* Your letter to the mayor (see attached rubric)

As a group you will submit:

* Your groups’ 3 points, with complied research (12 marks, communication)
* Jot notes on the hypothesized 5 points from the opposing side (20 marks, communication)

Please see the attached rubric for the debate itself. This will be a group mark, assigned to your side. You will get 3 bonus marks if your side wins, 1 bonus mark if you are unsuccessful, and 2 marks if you tie with votes from the jury.

**Debate Sequence of Events:**

Coin Flip: To decide which team speaks first. This will then alternate to ensure fairness

Introduction side 1:

Introduction Side 2:

Point 1, Side 2:

Rebuttal, Side 1:

Point 1, Side 1:

Rebuttal, Side 2:

Point 2, Side 1:

Rebuttal, Side2:

Point 2, Side 2:

Rebuttal, Side 1:

Point 3, Side 2:

Rebuttal, Side 1:

Point 3, Side 1:

Rebuttal, Side 2:

Closing remarks, Side 2

Closing remarks, Side 1

Rubric for Letter (Communication):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Introduction** | Introduction creatively and concisely identifies the position and grabs the reader’s interest. | Introduction clearly identifies the position and grabs the reader’s interest. | Introduction identifies the position, but doesn’t effectively grab the reader’s attention. | Introduction is rather dull and leaves the reader wondering about the writer’s position. |
| **Sequencing /Organization** | Letter is disorganized and - as a result - the writer’s intent is compromised. | Letter is somewhat disorganized and - as a result - the writer’s intent is muddled. | Letter is written/ organized in a logical way. The writer’s intent is clear. | Letter is written/ organized in a logical way. The writer’s intent is very clear and concise. |
| **Word Choice** | The writer uses few transitional words/phrases and powerful words. | The writer uses some transitional words/phrases and powerful words. | The writer uses a variety of transitional words/phrases and powerful words. | The writer uses a wide variety of transitional words/phrases and powerful words. |
| **Voice** | Writer doesn’t seem to know what he/she is talking about and seems indifferent about subject. | Writer is fairly well informed and somewhat committed to the subject. | Writer is knowledgeable and passionate about the subject. | Writer is very knowledgeable and extremely passionate about the subject. |
| **Research** | Letter is not researched and does not contain sources | Letter is somewhat researched and contains some sources | Letter is researched and contained multiple sources | Letter is thoroughly researched and contained multiple sources |
| **Conclusion** | The conclusion does not restate the writer’s position, and lacks a concluding statement. | The conclusion somewhat restates the writer’s position, but lacks a strong concluding statement. | The conclusion effectively restates the writer’s position and ends with a strong statement. | The conclusion creatively and concisely restates the writer’s position and ends with a very strong statement. |

Rubric statements from: <http://fc.amdsb.ca/~corey_hernden/FOV1-00027F3F/S03C218B5-03C219AA.0/Persuasive%20Letter%20Rubric.pdf>

Rubric for Debate (Communication):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Viewpoint** | Viewpoints are very clear and extremely organized. | Viewpoints are clear and organized. | Most viewpoints are clear. | Viewpoints are unclear and disorganized. |
| **Use of Facts and Examples** | Arguments are supported with multiple facts and examples. | Arguments are supported with facts and examples. | Most arguments are supported with facts and examples. | Arguments lack factual support. |
| **Relevance of Supporting Arguments** | All supporting arguments are relevant and current. | All supporting arguments are relevant | Many, but not all, supporting arguments are relevant. | Few supporting arguments are relevant. |
| **Strength of Arguments** | All arguments and counter-arguments are strong and convincing | All arguments are strong and convincing | Some arguments are convincing. | Arguments are not convincing. |
| **Preparation** | Students are extremely well prepared | Students are well prepared. | Students need more preparation. | Students are unprepared to defend argument. |
| **Voice** | Voice is strong and can always be heard. | Voice can always be heard. | Voice is heard most of the time. | Voice is difficult to hear. |

Rubric statements from: <http://www.readwritethink.org/files/resources/lesson_images/lesson819/rubric2.pdf>